DOCUMENT RESUME

ED 314 714 CS 009 887

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TITLE Learning Disabilities and Reading. Focused Access to Selected Topics (FAST) Bibliography No. 45.
INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE Feb 90
CONTRACT RI88062001
NOTE 5p.
PUB TYPE Reference Materials - Bibliographies (131) -- Information Analyses - ERIC Information Analysis Products (071)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Elementary Secondary Education; *Learning Disabilities; Learning Problems; Reading Comprehension; *Reading Difficulties; *Reading Instruction; Reading Research; *Reading Strategies; Reading Writing Relationship

ABSTRACT

Designed to provide resources for educators who teach reading for students with learning disabilities (LD), this 26-item annotated bibliography contains selections published in the ERIC database between 1987 and 1989. The bibliography is divided into two sections: an overview of reading and research on learning disabilities, and strategies for teaching reading to LD students. (NKA)

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ED314714

Focused Access to Selected Topics No. 45
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Clearinghouse on Reading and Communication Skills

Learning Disabilities and Reading

by Jerry Johns and Sandy Krickeberg

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Educators who teach reading to students with learning disabilities face a task that requires skill in a specialized area. This *FAST Bib* describes several resources that provide information on teaching reading to learning disabled (LD) students. The references listed here were produced through a search of the ERIC database from 1987 to 1989.

The citations are arranged in two categories: an overview of reading and research on learning disabilities, and strategies for teaching reading to LD students.

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Overview and Research

Algozzine, Bob; and others. "Reading and Writing Competencies of Adolescents with Learning Disabilities," *Journal of Learning Disabilities*, v21 n3 p154-60 Mar 1988.

Analyzes communication performance of tenth-grade LD students on the Florida State Student Assessment Test-II (a minimum competency test). Supports employers' belief in the importance of these skills for job performance.

Das, J. P. "Intelligence and Learning Disability: A Unified Approach," *The Mental Retardation Learning Disability Bulletin*, v15 n2 p103-13 1987.

Describes learning disability or reading disability in terms of deficiencies in processing information. Offers an integrated view of intelligence as cognitive processing followed by a demonstration of how tests of information processing have successfully revealed strengths and weaknesses of cognitive processes relating to reading.

Dyck, Norma; Sundbye, Nita. "The Effects of Text Explicitness on Story Understanding and Recall by Learning Disabled Children," *Learning Disabilities Research*, v3 n2 p68-77 Sum 1988.

Compares the effects of two ways of making text more explicit for LD children: by adding sup-

portive information or asking inference questions at the ends of episodes. Demonstrates that adding elaborative content enhanced story understanding while asking inference questions was not more effective than the explicit version of the text alone.

Flaro, Lloyd. "The Development and Evaluation of a Reading Comprehension Strategy with Learning Disabled Students," *Reading Improvement*, v24 n4 p222-29 Win 1987.

Discusses a learning strategy, employing imaginal processes and verbal mediation procedures, designed to improve reading comprehension in 24 LD students. Indicates significant gains and improvement in reading comprehension over a 15-week treatment period.

Rhodes, Lynn, K.; Dudley-Marling, Curt. "Readers and Writers with a Difference: A Holistic Approach to Teaching Learning Disabled and Remedial Students." 1988. 329p. [ED 293 117]

Presents a holistic perspective on reading and writing instruction, focusing on meaningful, purposeful literacy applications. Discusses LD and remedial students, and introduces readers to a holistic theory of reading and writing development.

Sawyer, Walter E. "Attention Deficit Disorder: A Wolf in Sheep's Clothing...Again," *Reading Teacher*, v42 n4 p310-12 Jan 1989.

Examines the trend of using Attention Deficit Disorder (ADD), commonly known as hyperactivity, to classify students as LD. Notes that ADD characteristics are frequently observed in children with reading problems, and argues that misclassifying students as LD denies them appropriate reading instruction.

Seidenberg, Pearl L. "Cognitive and Academic Instructional Intervention for Learning Disabled Adolescents," *Topics in Language Disorders*, v8 n3 p56-71 Jun 1988.

Notes that research on LD secondary school students' academic deficits, response to classroom environment, and response to instructional interventions are integrated with research on metacognition in text learning. Reccommends a metacognitive orientation for instructional intervention programs, which should address general comprehension strategies, specific study strategies, and factors related to learner characteristics.

Smith, Sally L. "Typical Academic Problems of Learning-Disabled Children," *Pointer*, v32 n3 p8-10 Spr 1988.

Presents a list of 70 typical academic problems of learning-disabled children that special educators must be able to diagnose and remedy. Categorizes the problems as follows: reading, language, spelling, handwriting, arithmetic, thinking, and school task and behavior problems.

Snart, Fern; and others. "Reading Disabled Children with Above Average IQ: A Comparative Examination of Cognitive Processing," *Journal of Special Education*," v22 n3 p344-57 Fall 1988.

Studies the cognitive processing in high IQ and average IQ elementary grade LD and non-LD children. Finds that LD students were poorer in sequential processing and planning compared to non-LD students; high IQ LD students lost their IQ advantage to low IQ LDs in sequential scores.

Weisberg, Renee. "1980s: A Change in Focus of Reading Comprehension Research: A Review of Reading/Learning Disabilities Research Based on an Interactive Model of Reading," *Learning Disability Quarterly*, v11 n2 p149-59 Spr 1988.

Contains a review of reading comprehension research since 1980, based on an interactive model of reading, with a focus on reading disabilities/learning disabilities. Includes studies which have investigated the influence of readers' prior knowledge of a topic, the influences of text structure and task demands, and metacognitive strategies.

Weltner-Brunton, Susan L.; and others. "Is Earlier Better? Reading Achievement and WISC-R Stability in Earlier vs. Later Identified Students with Learning Disabilities," *Learning Disability Quarterly*, v11 n1 p71-79 Win 1988.

Compares earlier identified (grades 2-4) to later identified (grades 5-8) LD students' test scores (Woodcock Reading Mastery Tests and Wechsler Intelligence Scale for Children) upon identification and over time in special education. Finds no significant between-group differences at identification and that over time (two years), verbal ability decreased, though reading achievement increased for both groups.

Instructional Strategies

Dudley-Marling, Curt. "Assessing the Reading and Writing Development of Learning Disabled Students: An Holistic Approach," *B. C. Journal of Special Education*, v12 n1 p41-51 1988.

Contrasts traditional practices in reading and writing assessment which focus on fragmented, isolated skills to a holistic approach to assessment, which is recommended. Examines children's reading and writing as communicative behaviors that are effectively evaluated through systematic observations as they occur in natural settings.

Hittleman, Daniel R. "Using Literature to Develop Daily Living Literacy: Strategies for Students with Learning Difficulties," *Journal of Reading, Writing, and Learning Disabilities International*, v4 n1 p1-12 1988-89.

Describes how students with learning difficulties can develop their literacy for daily living by using daily living literature, which provides knowledge and skills for accomplishing some societal task.

Hollingsworth, Paul M.; Reutzel, D. Ray. "Whole Language with LD Children," *Academic Therapy*, v23 n5 p477-88 May 1988.

Examines how the use of the whole language theory can improve the reading and writing of the language LD. Describes resource room characteristics necessary to create a whole language learning environment and outlines instructional practices consistent with whole language theory, such as reading aloud, language experience approach, and predictable story books.

Knupp, Richard. "Improving Oral Reading Skills of Educationally Handicapped Elementary School Aged Students through Repeated Readings." 1988. 80p. [ED 297 275]

Examines the efficacy of the repeated readings method in improving the oral reading rate, decreasing the number of oral reading errors, and improving the oral reading comprehension accuracy of educationally handicapped students. Finds that poor readers learned to develop reading speed and fluency with repeated practice and that subjects improved their reading speed and comprehension and decreased the number of word errors.

Maria, Katherine. "A New Look at Comprehension Instruction for Disabled Readers," *Annals of Dyslexia*, v37 p264-78 1987.

Describes three holistic approaches to reading comprehension instruction for LD children: text-based instruction, explicit comprehension instruction, and a combined model. Discusses each model's strengths, weaknesses, and teaching techniques. Recommends the combined model.

Mastropieri, Margo A.; and others. "Learning Disabled Students' Memory for Expository Prose: Mnemonic versus Non-mnemonic Pictures," *American Educational Research Journal*, v24 n4 p505-19 Win 1987.

Examines whether mnemonic or non-mnemonic pictures aid LD students in grades seven, eight, and nine when reading expository passages about the extinction of dinosaurs. Determines that both types of pictures aided students' free recall, while only mnemonic pictures facilitated recall of the plausibility order of the passages.

Monda, Lisa E.; and others. "Use the News: Newspapers and LD Students," *Journal of Reading*, v31 n7 p678-79 Apr 1988.

Offers suggestions for using the newspaper to help LD students improve their reading, language arts, and mathematics skills.

O'Shea, Lawrence J.; and others. "The Effects of Repeated Readings and Attentional Cues on the Reading Fluency and Comprehension of Learning Disabled Readers," *Learning Disabilities Research*, v2 n2 p103-09 Sum 1987.

Analyzes the effects of LD elementary grade students reading passages orally one, three, or seven times with instructions to work for either fluency or comprehension. Finds that both fluency and comprehension improved with the number of readings with the greatest improvement being between one and three readings. Attentional cues operated in the expected directions.

Pany, Darlene; McCoy, Kathleen M. "Effects of Corrective Feedback on Work Accuracy and Reading Comprehension of Readers with Learning Disabilities," *Journal of Learning Disabilities*, v21 n9 p546-50 Nov 1988.

Uses a repeated measures design where third grade students with learning disabilities read under three treatment conditions: corrective feedback on every oral reading error, correction on meaning change errors only, and no feedback regardless of error. Finds that corrective feedback on oral reading errors improved both work recognition accuracy and reading comprehension.

Schworm, Ronald W. "Look in the Middle of the Word," *Teaching Exceptional Children*, v20 n3 p13-17 Spr 1988.

Discusses how the use of visual phonics can help beginning readers or reading-disabled students overcome difficulties in word learning. States that the technique enhances the ability to identify grapheme-phoneme correspondences (usually appearing in the middle of words and useful for decoding) and prompts the learner to generalize these correspondences from one word to another.

Somerville, David E.; Leach, David J. "Direct or Indirect Instruction?: An Evaluation of Three Types of Intervention Programmes for Assisting Students with Specific Reading Difficulties," *Educational Research*, v30 n1 p46-53 Feb 1988.

Describes intervention programs (psychomotor, self-esteem enhancement, and direct instruction) with children who had reading difficulties. Finds that the direct instruction program had the greatest gains and that post-intervention questionnaires completed by subjects, parents, and teachers indicated that perceived success differed significantly from measured success.

Torgesen, Joesph K.; and others. "Using Verbatim Text Recordings to Enhance Reading Comprehension in Learning Disabled Adolescents," *Learning Disabilities Focus*, v3 n1 p30-38 Fall 1987.

Evaluates the effectiveness of using verbatim text recordings to increase LD high school students' reading comprehension and learning ability. Finds that the use of the recordings did produce performance gains, especially when used in conjunction with completion of a related worksheet.

Torgesen, Joseph K.; and others. "Improving Sight Word Recognition Skills in LD Children: An Evaluation of Three Computer Program Variations," *Learning Disability Quarterly*, v11 n2 p125-32 Spr 1988.

Evaluates the relative effectiveness of three variations of a computer program designed to increase the sight-word reading vocabulary of 17 learning-disabled children in grades 1, 2, and 3. Reports no differences among the visual only, the visual-auditory, or auditory only presentation modes.

Wilkinson, Ian; and others. "Silent Reading Reconsidered: Reinterpreting Reading Instruction and Its Effects," *American Educational Research Journal*, v25 n1 p127-44 Spr 1988.

Reanalyzes data from a study on silent classroom reading with 105 LD students (aged 6-12 years) using linear structural equation modeling. Concludes that when entry-level abilities are controlled, silent reading does not have a significant effect on post-test reading performance.

Williams, Joanna P. "Identifying Main Ideas: A Basic Aspect of Reading Comprehension," *Topics in Language Disorders*, v8 n3 p1-13 Jun 1988.

Asserts that identifying the main points of a communication is fundamental to successful reading comprehension. Discusses difficulties in defining main idea, text structure variables in determining important information, textual hierarchy and the theory of macrostructure, text features signalling important information, summary writing, learning-disabled readers' insensitivity to text importance, and instructional methods.

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February 1990

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062001. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Office of Educational Research and Improvement.